

义务教育课程标准实验教科书

英语 教师教学用书

TEACHER'S BOOK

四年级 下册

(供三年级起始用)



北京师范大学出版社

义务教育课程标准实验教材



四年级下

(供三年级起始用)

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前言

北京师范大学出版社出版的小学教材《英语》是根据教育部颁布的义务教育阶段《全日制义务教育英语课程标准（实验稿）》的精神编写。本教材以小学生的生活经验和认知发展水平为基本出发点，循序渐进地设计课程，充分体现现代教学理念和素质教育思想，寓教于乐，寓学于做，强调学生在学习过程中的感悟、体验、实践、参与以及思维能力的发展，在良好的语言环境中，融学习情感、学习能力和跨文化交际意识的形成于语言学习的全过程，力求体现素质教育思想。

本教材的编写目的在于使小学生通过这门课程的学习，培养他们学习英语的积极情感，在大量的语言实践中，形成初步英语语感、打好语音语调基础，具备用所学英语进行交流的能力，养成良好的学习习惯，为初级中学的进一步学习打好语音、情感和学习习惯的基础。

本教材的编写原则：

1. 在教材总体设计目标上，重兴趣、重成就感、重自信心的建立。

小学生学习英语能否取得成功，很大程度上取决于学习的兴趣。小学英语教材应采取一切可能的方法，激发学生对学习英语的强烈愿望，使他们喜欢学、乐于学。而学习兴趣的保持在很大程度上取决于学习效果，取决于他们能否获得成就感。因此，本教材通过设计多种富有情趣的活动，鼓励学生积极参与，大胆实践，体验成功，使学生产生成就感，从而具有自信心。

2. 在教学方法上，重体验、重实践、重参与、重创造性思维的发展。

小学英语教学要从儿童的心理和生理的发展特点出发，改变传统的学习方式，让学生在体验和实践中进行学习。通过学生主动地积极体验、参与，大胆实践，体验成功，使学生产生成就感，从而具有自信心。

3. 在语言教学内容上，重语感、重语言语调基础、重交流能力的培养。

本教材提供大量的感知、体验、模仿等实践活动，帮助学生形成初步的语感。通过多听、多模仿，在有意义的语境中进行训练，奠定语音语调的基础。在丰富的交流情景中培养和发展学生的交流能力。

本教材有如下特点：

1. 突出对学生学习兴趣的培养。兴趣的培养主要通过教学内容的设计和教学活动的安排来体现。根据学生的年龄特点和认知规律，在教材中我们选用了小学生喜爱的童话故事作为每一单元的课文，其主人公是活泼可爱的小动物和与学习者年龄相仿的儿童，每一单元都围绕主要人物的故事展开。书中安排的课堂活动以学生活动为主，采用听、说、唱、玩、演等活动形式，激发学生的参与感，使之保持学习兴趣。

2. 采用话题－功能－结构－任务相结合的编写思路。话题的选择与小学生的日常生活紧密联系，并注意语言功能与结构的有机结合，采用任务型的活动设计，让学生在完成任务的过程中，运用语言、发展思维、发挥想象、动口动手、合作参与，在实际交流中发展交流的能力。

3. 在内容安排上注意由近及远，由表及里，由浅入深地逐步递进，同时提供丰富的情景设置，保证词汇的复现率。

4. 教学活动丰富生动，游戏故事贯穿始终，歌曲歌谣每个单元都有，使学习过程变得轻松愉快。更为重要的是，每个单元都设计了学生“自我评价”项目，既体现出对传统测试形式的改革，又突出了以学生为主体的教学思想，有利于培养学生的自主意识和学习能力。

5. 科学地把握学习难度，适当控制词汇量。本教材出现的词汇，其选择范围及总量根据《全日制义务教育英语课程标准（实验稿）》确定，贴近学生生活。

6. 本教材提供了许多选做的活动，使其充实而又有弹性。教师可以根据实际使用教材的基本部分，也可以选用附加活动内容。附加活动主要以游戏的形式出现，每个单元都配有详细说明。

教材的组成包括学生用书、教师用书、录音磁带、学生学习卡片、教学卡片、教学挂图以及多媒体教学课件。学生用书每册6个单元，每单元6课时。全套书在结构安排上都相同，以方便使用。教师用书用英汉两种语言编写。书中既有详细的教学步骤介绍，又有多种教学活动建议，并附有游戏、面具制作、句型卡片、游戏板等，方便教学。

在中美主编的主持下，我社组织了一支由中美教材专家、一线小学英语教师、教研员构成的编写队伍。我们边编写、边实验，将不断跟踪使用情况，及时修改和调整，使教材在实际使用中得到完善。

北京师范大学出版社

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Unit	Function	Structure	Vocabulary	Phonics
7 At the restaurant	Asking and answering questions about likes and dislikes	<i>Do you like (hot dogs)?</i> <i>Yes, I do.</i> <i>No, I don't.</i> <i>What food do you like?</i> <i>I like (chicken).</i> <i>I don't like (vegetables).</i> <i>(Ken) likes (bananas).</i>	Core: food, fruit, vegetables, chicken, hot dog, French fries, fried rice, hamburger, noodles, corn, restaurant, menu Phonics: camera, cat, kite, cabbage, circle, circus, CD, cent, kangaroo Contextual: Here's the restaurant.	hard /c/ soft /c/
8 Big bird!	Describing people and animals	<i>He is a tall boy.</i> <i>He's not a short boy.</i> <i>Is she a short girl?</i> <i>Yes, she is.</i> <i>No, she isn't.</i> <i>What animal is it?</i> <i>Is it a big animal?</i>	Core: tall, short, thin, fat, young, old, long, short, big, small, good, bad, girl, boy, woman, man, animal, turtle, giraffe, tree Phonics: gate, goat, girl, cabbage, orange, page, giraffe Contextual: beautiful, forest, peacock	hard /g/ soft /g/
9 Hot soup!	Asking and answering questions about food	<i>This soup is hot.</i> <i>Is that milk cold?</i> <i>Yes, it is.</i> <i>No, it isn't.</i> <i>I'm hungry.</i>	Core: orange, hamburger, milk, soup, water, rice, ice cream, hungry, thirsty, hot, cold, sweet, sour, favorite, fresh, some Phonics: fish, family, fruit, video, violin, vest, van Contextual: I'm all right now. , Wait! , jug, bowl	/f/ /v/
10 Mocky's store	Asking and answering questions about objects	<i>Can I help you?</i> <i>What do you want?</i> <i>I want a book.</i> <i>Do you have a book?</i> <i>I have this (camera).</i> <i>Do you have one?</i> <i>Yes, I do.</i> <i>No, I don't.</i> <i>Can I have the blue one, please?</i> <i>What does Mocky have?</i> <i>He has a (watch).</i>	Core: store, cap, clock, magazine, selling, thing, newspaper, comic, purse, watch, T-shirt, umbrella, old, new, do, want, have, cow, sheep Phonics: jeep, jacket, jam, queen, quilt, question Contextual: Good morning. , That's great! , Oh, good. , Here you are. , farm	/j/ /k/
11 Green berries	Asking and answering questions about health	<i>How are you today?</i> <i>What's the matter?</i> <i>I'm not well.</i> <i>My stomach hurts.</i> <i>I'm better.</i> <i>How is he today?</i> <i>He's not well.</i> <i>His (eye) hurts.</i>	Core: stomach, tongue, head, hair, eye, ear, nose, mouth, chest, shoulder, arm, hand, finger, leg, foot, toe, today, well, better, hurts Phonics: watch, walk, wallet, yogurt, yo-yo, yard Contextual: Come with me. , Drink this. , Open your mouth. , Say aaaah. , Uncle Booky can help you. , knee	/w/ /y/
12 Review	Review	Review	Review Core: ticket Contextual: Look, Wow! , Ouch!	Review

UNIT 7 At the restaurant

Lesson 1

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Set the scene | <input type="checkbox"/> Story |
| <input type="checkbox"/> Model the dialog | <input type="checkbox"/> Set homework |
| <input type="checkbox"/> Talk about the story | |

Lesson 2

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Review | <input type="checkbox"/> Let's sing |
| <input type="checkbox"/> Words to learn | <input type="checkbox"/> Set homework |
| <input type="checkbox"/> Listen to this | |

Lesson 3

- | | |
|--|--|
| <input type="checkbox"/> Review | <input type="checkbox"/> Trace, match and copy |
| <input type="checkbox"/> Talk together | <input type="checkbox"/> Set homework |
| <input type="checkbox"/> Listen and number | |

Lesson 4

- | | |
|--|---|
| <input type="checkbox"/> Introduce hard /c/ and soft /c/ | <input type="checkbox"/> Model the structures |
| <input type="checkbox"/> Sounds and letters | <input type="checkbox"/> Uncle Booky's blackboard |
| <input type="checkbox"/> Listen for /c/ | <input type="checkbox"/> Touch, ask, and answer |
| <input type="checkbox"/> Read with Uncle Booky | |

Lesson 5

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Review | <input type="checkbox"/> Let's do |
| <input type="checkbox"/> Read and check | <input type="checkbox"/> Set homework |
| <input type="checkbox"/> Let's chant | |

Lesson 6

- | | |
|--|---|
| <input type="checkbox"/> Uncle Booky's storytime | <input type="checkbox"/> Self-assessment |
| <input type="checkbox"/> Spelling game | <input type="checkbox"/> My notes and teacher's notes |
| <input type="checkbox"/> Bingo | <input type="checkbox"/> Set homework |
| <input type="checkbox"/> Snap! | |

UNIT 7

Lesson 1

Structures (New)

What food do you like?

I like (chicken).

Do you like (fruit)?

Yes, I do. / No, I don't.

Vocabulary

Core

a restaurant

a menu

food

fruit

vegetables

chicken

a hot dog

French fries

a hamburger

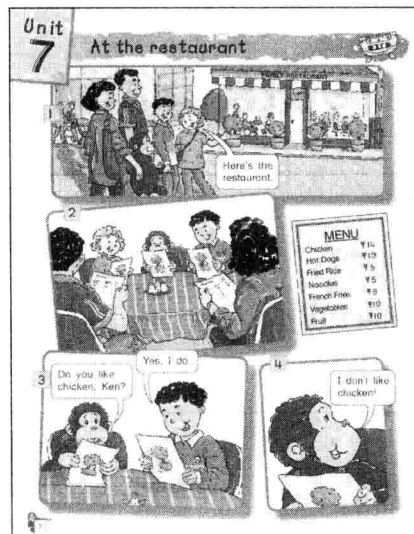
fried rice

noodles

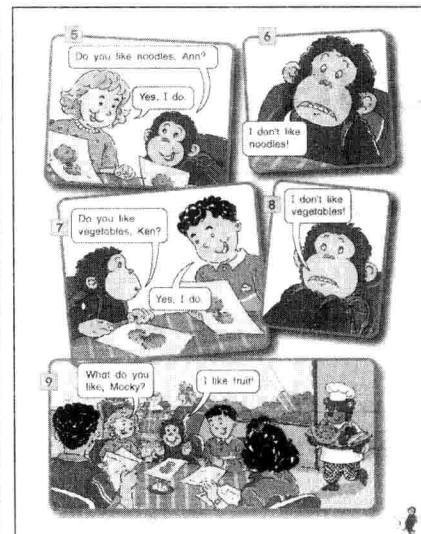
a corn

Contextual

Here's the restaurant.



Student Book page 2



Student Book page 3

Preparation

Prepare student cards.

You will also need:

- flashcards for this Unit.

1 Set the scene

- Ask the children if they have a favorite restaurant. Then ask them what dish they usually order. Try to elicit the words for **chicken** and **vegetables** in Chinese. Write the words on the board.
- Point to the word for **chicken** and say, "The English word for this food is **chicken**." Write the English word next to the word you have already written. Model the word for the children and have them repeat it after you.
- Repeat the procedure for **vegetables**.
- Now explain the meaning of the word **food**. Write the word on the board. Read the word aloud and have the children repeat it after you.
- Present the flashcards for this Unit. Hold up the flashcard for **restaurant**. Model the word for the children and have them repeat it after you.
- Repeat the procedure for **menu**, **fruit**, **fried rice**, **corn**, **noodles**, and **hot dog**.

2 Model the dialog

- Write the question **What food do you like?** on the board. Read the question aloud to the children, pointing to each word as you do so. Explain its meaning and have the children repeat the question after you.

第七单元

第一课

教具准备：

- 学生卡片
- 准备本单元的教学卡片

1. 情景引入

- 问学生，他们是否有最喜欢的餐厅。问他们通常会点什么菜。试着引导学生说出“鸡肉”和“蔬菜”，把汉字写在黑板上。
- 指着“鸡肉”说：“这个词对应的英语是 chicken”，并写在旁边。给学生示范，让学生跟读。
- 用同样的方法学习 vegetables。
- 给学生解释“food”的意思，把单词写在黑板上，示范朗读，让学生跟读。
- 展示本单元的教学卡片。拿出教学卡片 restaurant。给学生示范朗读，让学生重复。
- 用同样的方法学习单词 menu, fruit, fried rice, corn, noodles 和 hot dog。

2. 示范句型

- 在黑板上写出句子 What food do you like? 指着每个单词给学生示范朗读这个问句。解释句子的意思并让学生跟读。

- Now present the structures “**I like (hot dogs).**” and “**I don’t like (chicken).**” Repeat the procedure used to model the question.
- Present the question “**Do you like (fruit)?**” and the answers “**Yes, I do. / No, I don’t.**”
- Repeat the procedure used to present the other structures.

3 *Talk about the story*

Student Book pages 2 and 3

Have the children open their books at pages 2 and 3. Ask these questions about the pictures:

- Picture 1: “Who can you see in the pictures?”
 “Where are they going?”
- Picture 2: “What are they reading?”
- Pictures 3/4/5: “What do you think **Mocky**, **Ken**, and **Ann** are talking about?”
- Picture 6: “Does **Mocky** look happy?”
- Pictures 7/8: “Do you think **Mocky** likes the food on the menu?”
- Picture 9: “What is happening now?”

4 *Story*



Student Book pages 2 and 3

- Say, “Now we’re going to hear what the characters said.” Play the tape without stopping. Have the children look at the pictures as they listen.
- Play the tape again, pausing after each new picture. Have the children repeat the words each time.

5 *Set homework*

Encourage the children to tell the story to their families.



Ann: Here’s the restaurant.

Mocky: Do you like chicken, Ken?

Ken: Yes, I do.

Mocky: I don’t like chicken!
 Do you like noodles, Ann?

Ann: Yes, I do.

Mocky: I don’t like noodles!
 Do you like vegetables, Ken?

Ken: Yes, I do.

Mocky: I don’t like vegetables!

Ann: What do you like, Mocky?

Mocky: I like fruit!

- 呈现句型 I like (hot dogs) 和 I don't like (chicken).
- 呈现问句 “Do you like (fruit)?” 和回答 Yes, I do. /No, I don't.
- 用同样的方法呈现其余的句型。

3. 讲故事

学生用书第 2、3 页

让学生打开书，翻到第 2 页和第 3 页，根据图提问下列问题：

- 图 1： 在图里都有谁？
他们正往哪里走？
- 图 2： 他们在读什么？
- 图 3/4/5： 你认为 Mocky, Ken 和 Ann 正在说什么？
- 图 6： Mocky 看起来高兴吗？
- 图 7/8： 你认为 Mocky 喜欢菜单上的食物吗？
- 图 8： 现在怎么样了？

4. 听故事

学生用书第 2、3 页

- 对学生说：“我们现在听听这些人物都说了些什么。”完整地放一遍录音，让学生听录音看图。
- 再放一遍录音，每幅图后暂停，让学生重复每句话。

5. 布置作业

鼓励学生把故事讲给家人听。

Lesson 2

Structures (Review)

I like (chicken).

I don't like (corn).

Ken likes (fruit).

Vocabulary

Core

food

fruit

vegetables

chicken

a hot dog

French fries

noodles

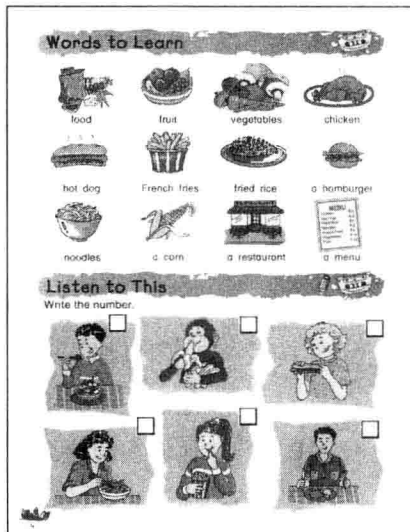
fried rice

a hamburger

a corn

a restaurant

a menu



Student Book page 4



Student Book page 5

Preparation

You will need:

- flashcards for this Unit.

1 Review

- Review the flashcards for this Unit. Hold up the flashcard for **restaurant**. Ask, "What's this?" Elicit, "It's a restaurant."
- Repeat for **menu** and **hot dog**.
- Now hold up the flashcard for **vegetables**. Ask, "What are these?" Elicit, "They are vegetables."
- Hold up the flashcard for **fruit** and elicit the correct word from the children.

2 Words to learn

Student Book page 4



- Have the children open their books at page 4. Draw their attention to the pictures at the top of the page. Show your copy of the page. Point to each picture in turn and elicit the words the children already know (**food**, **fruit**, **vegetables**, **chicken**, **noodles**, **French fries**, **restaurant**, and **menu**).
- Now point to the picture of the **hamburger**. Model the word and have the children repeat it after you.
- Repeat the procedure for **fried rice**, **hot dog**, and **corn**.
- Play the tape and have the children touch the matching pictures as they hear them mentioned on the tape.
- Replay the tape. Pause after each word. Have the children repeat the word each time.



food
fruit
vegetables
chicken
a hot dog
French fries
fried rice
a hamburger
noodles
a corn
a restaurant
a menu

第二课

教具准备：

- 本单元的教学卡片

1. 复习

- 复习本单元的教学卡片。拿起 restaurant 的卡片，提问：“What’s this?” 引导学生回答：“It’s a restaurant.”
- 用同样方法复习 menu 和 hot dog。
- 拿出 vegetables 的卡片。问：“What are these?” 引导学生回答：“They are vegetables.”
- 拿出 fruit 的教学卡片，让学生说出正确的名称。

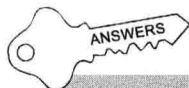
2. 学单词

学生用书第 4 页

- 让学生将书翻到第 4 页，看该页上部的图。把这一页给学生展示。依次指每一幅图，引导学生说出已学过的单词（如 food, fruit, vegetables, chicken, noodles, French fries, restaurant 和 menu 等）。
- 指着 hamburger 的卡片。示范朗读该词并让学生跟读。
- 用同样的方法学习 fried rice, hot dog 和 corn。
- 放录音，让学生根据听到的录音找对应的图片。
- 再放一遍录音，每个单词后停顿，让学生跟读。



1. Mocky likes bananas.
2. Dad likes chicken.
3. Ken likes fruit.
4. Kate likes French fries.
5. Ann likes hot dogs.
6. Mom likes vegetables.



Student Book page 4

3, 1, 5,
6, 4, 2,

3 *Listen to this*

Student Book page 4



- Have the children look at the pictures at the bottom of page 4. Point to the picture of **Ken**. Ask, “**Who’s this?**” Elicit, “**It’s Ken.**”
- Now point to the bowl of **fruit** in the same picture. Ask, “**What’s this?**” Elicit the word **fruit**.
- Repeat the procedure for the other pictures.
- Tell the children that they will hear each picture described on the tape. They must match each sentence to the correct picture.
- Play the tape, stopping after each sentence, and have the children point to the corresponding picture. Make sure they are all doing this correctly.
- Play the tape again, stopping after each sentence. Explain that this time you want the children to write the sentence number in the box next to the matching picture.
- Check the answers in a class drill.

4 *Let’s sing*

Student Book page 5



- Have the children open their books at page 5. Show your copy of the page. Point to the **train**. Ask, “**What’s this?**” Elicit, “**It’s a train.**”
- Repeat the procedure for **hot dog** and **soup**.
- Point to the **French fries**. Ask, “**What are these?**” Elicit, “**They’re French fries.**”
- Now point to the song’s title, **The Food Train**. Read the words aloud to the children.
- Read the words of the first verse to the children, pointing to each word as you read.
- Have the children repeat the words, touching them in their books as they do so.
- Play the song without stopping. Have the children clap along.
- Now play the tape again, stopping after each line. Have the children echo each phrase after hearing it on the tape.
- Play the song again from the beginning. Encourage the children to touch the words in their books as they sing along.
- Divide the children into three groups. Play the tape again. Have each group sing a different verse.
- Have the groups change verses so that all the children have a chance to sing each verse.

5 *Set homework*

Student Book page 5

Explain to the children that you want them to sing the new song to their families.



Hot dog.
Hot dog.
Hot dog.
Soup!

Apple pie.
Apple pie.
Apple pie.
Soup!

French fries.
French fries.
French fries.
Soup!

3. 听一听

学生用书第 4 页

- 让学生看第 4 页下方的图片。指着 Ken 的图片提问:“Who’s this?”引导学生回答:“It’s Ken.”
- 指着同一幅图片中碗里的水果,提问:“What’s this?”引导学生说出单词 fruit。
- 用同样的方法完成其他图片。
- 告诉学生根据听到的录音找出相对应的图片。
- 放录音,每句话后停顿,让学生指出相对应的图片,确保每个学生都能做对。
- 再放一遍录音,每句话后停顿。让学生在对应图片的方格里填上正确的句子序号。
- 让全班学生大声朗读,检查答案。

4. 唱一唱

学生用书第 5 页

- 让学生翻到书的第 5 页。给学生展示这一页,并指着 train 提问:“What’s this?”引导学生回答:“It’s a train.”
- 用同样的方法学习 hot dog 和 soup。
- 指着 French fries 提问:“What are these?”引导学生回答:“They’re French fries.”
- 指着歌名 The Food Train 给学生示范朗读。
- 给学生朗读第一节的单词,边读边指着所念的单词。
- 让学生一边指着单词,一边朗读。
- 完整地把歌曲放一遍,让学生跟着节奏打拍子。
- 再放一遍歌曲,每一行后停顿,让学生跟着哼唱。
- 把歌曲完整地再放一遍,鼓励学生边唱边指歌词。
- 把学生分成三组,再放一遍歌曲,让每一小组唱不同的小节。
- 让各组唱歌曲不同的部分,使每个学生都有机会唱全部歌曲。

5. 布置作业

学生用书第 5 页

让学生回家把这首新歌唱给家长听。